



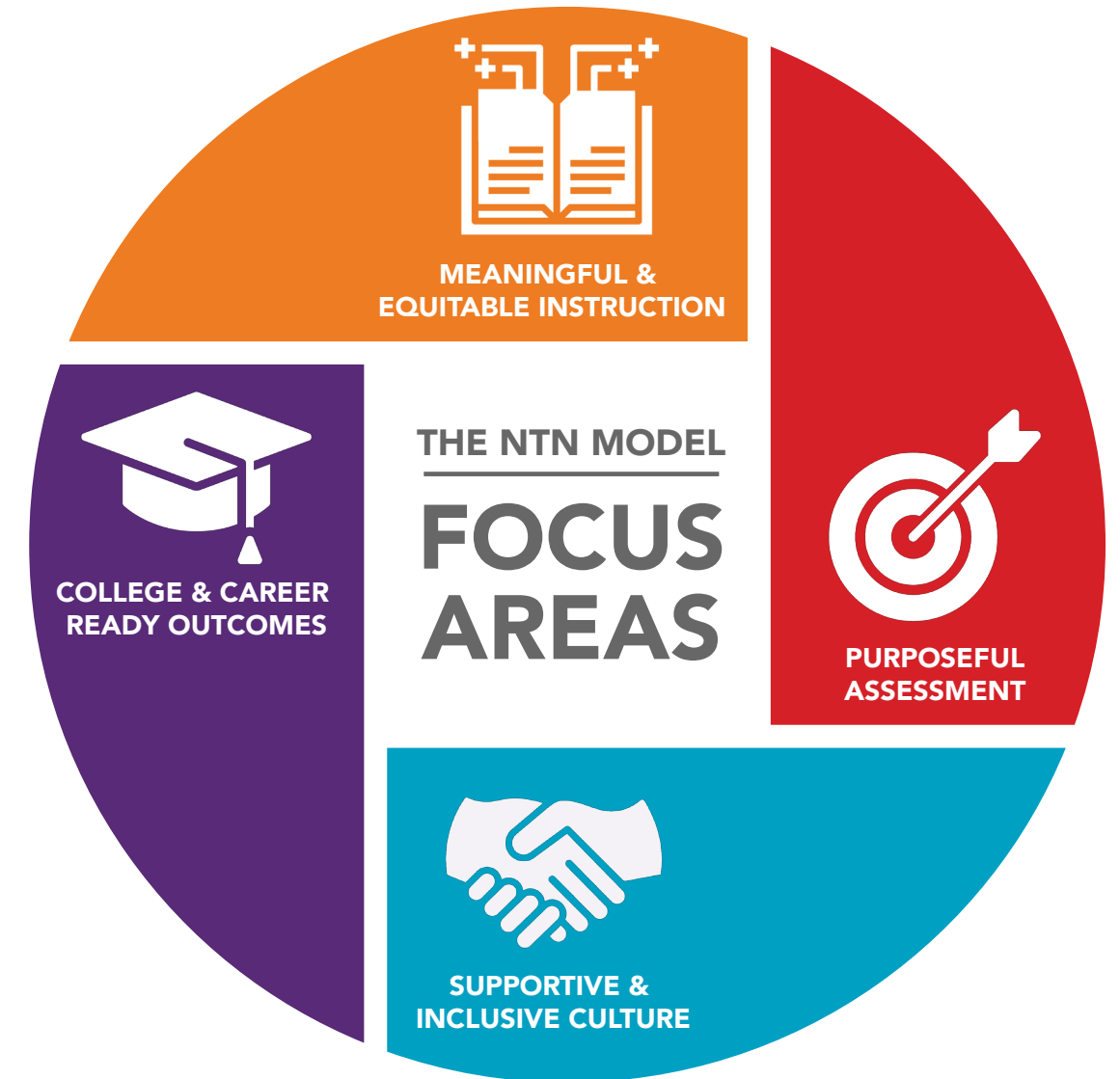
TEACHER LEARNING TARGETS

OVERVIEW

The NTN Teacher Learning Targets are intended to help both elementary and secondary teachers reflect on their implementation of the New Tech Network Model and move towards a more meaningful, equitable, and inclusive learning environment for all students. The NTN Teacher Learning Targets guide the design of all NTN-facilitated school team learning experiences. They are aligned to the NTN School Success Rubric and are organized around the same four focus areas: Outcomes, Culture, Instruction, and Assessment. Each focus area includes subdomains that make up its key attributes along with a set of developmental learning targets to guide teacher learning, reflection, and growth.

HOW TO USE THE LEARNING TARGETS

NTN recommends school teams use the learning targets as a tool to reflect on their progress and implementation of the New Tech Network Model. In collaboration with their NTN coach, teaching teams should identify areas for improvement and set specific and actionable goals. These learning targets are not intended to be evaluative, but rather a tool to support ongoing growth and development.



TEACHER LEARNING TARGETS

COLLEGE AND CAREER READY OUTCOMES

How can we ensure each student is prepared for postsecondary success with the knowledge, skills, and mindsets needed for college and career?

VISION	<ul style="list-style-type: none">• Explore why you believe in work centered on equitable college and career ready outcomes for all students, connecting personal meaning to school vision• Describe how the New Tech Network Learning Outcomes support college and career readiness and access• Revisit and reflect on the parts of the school vision that come alive in both classroom and staff learning opportunities; celebrate areas of success towards vision while identifying new strategies and structures to ensure all students are moving toward a vision of college and career readiness• Develop a plan for continued reflection on school vision and goals, including student voice and input, and supporting new colleagues joining the work
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SUPPORTIVE AND INCLUSIVE CULTURE

How can we foster a school-wide culture of belonging, care, community, and growth so that students and teachers alike have ownership over the learning experience and school environment?

STUDENT CULTURE	CULTURALLY AFFIRMING	<ul style="list-style-type: none"> Recognize and examine your deeply held beliefs, behaviors, and values that influence your instructional design and interactions with students Support students in discovering, analyzing, and affirming their own diverse identities while creating time and space for students to deepen their understanding of the diverse identities of others Identify barriers in the classroom and school that push students to the margins and create a plan to empower each student to have their voice heard
	LEARNING COMMUNITY	<ul style="list-style-type: none"> Plan and implement regular practices to build a collaborative classroom community Use student voice to adjust and refine culture practices to support the social and emotional well-being of all students and strengthen the collaborative classroom community Reflect and build on classroom culture efforts, identifying bright spots to amplify - both in the classroom and school-wide; note for which student groups the practices are not yet working and make a plan to improve with student voice and input
ADULT CULTURE	ASSET-BASED MINDSET	<ul style="list-style-type: none"> Identify and examine students' assets, including their cultural assets, to deepen internal awareness, empathy, and responsiveness toward students; set goals to establish a warm and demanding stance Implement a warm and demanding stance in which you continually reflect on, broaden, and expand on students' assets so that all students can achieve at high levels, particularly those students on the margins Engage in regular, critical self-reflection to further strive toward a welcoming, asset-based, responsive, and empowering place for all students
	SUPPORTIVE ENVIRONMENT	<ul style="list-style-type: none"> Co-create, follow, and refine community-developed agreements to guide collaboration and learning with colleagues Leverage protocols as a predictable, equitable, and agreed upon format to make decisions, tune projects, evaluate data, and solve problems Reflect on use of agreements and protocols to help refine, improve, and grow professional learning; include the voices of new colleagues as the team grows

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MEANINGFUL & EQUITABLE INSTRUCTION

How can we design and implement learner-centered projects that prompt authentic, complex thinking, and problem solving while supporting student needs and encouraging mastery of the New Tech Learning Outcomes?

INSTRUCTION	PROJECT/PROBLEM-BASED LEARNING	<ul style="list-style-type: none"> Identify the power standards and New Tech Network Learning Outcome indicators that will guide project planning, serving as the end in mind Design projects including key project elements, guided by the project planning toolkit, and adapt planning to meet the needs of your students, content, and community Implement projects eliciting collaborative student inquiry (knows and need-to-knows) to guide your facilitation; revisit driving question and project calendar regularly to refine pacing, benchmarks, and scaffolding Reflect on current or past projects to better understand students' learning experiences and plan for intentional improvements
	LEARNER-CENTERED FACILITATION	<ul style="list-style-type: none"> Design learner-centered strategies to intentionally support your students' assets, growth, collaboration, and ownership of learning Implement quality scaffolding embedded within projects to support students' skill building of the New Tech Network Learning Outcomes Refine the use and range of learner-centered strategies within projects as your daily approach to instruction
	CULTURALLY RESPONSIVE AND SUSTAINING PRACTICES	<ul style="list-style-type: none"> Identify important topics and problems that impact your students' lives and communities to guide project scenarios; include a variety of resources representing diverse and often marginalized perspectives Implement practices within projects that provide students the opportunity to take on diverse perspectives; include a variety of resources representing diverse and often marginalized perspectives Refine project designs so that they intentionally draw upon student voice as designers and refiners, pushing for opportunities to analyze power, privilege, systemic marginalization, and opportunities for positive change in your project scenarios and products
LITERACY	ELEMENTARY	<ul style="list-style-type: none"> Identify which types of literacy standards are best taught within projects and why; determine which literacy activities from your curriculum address foundational skills and plan to teach them alongside the project Design and implement projects that address reading comprehension and writing standards within the project; adjust texts and topics to match cross-curricular projects as needed Analyze student work with colleagues and use the data to refine literacy practices, adjusting tasks and scaffolding of project-embedded literacy skills for each student
	SECONDARY	<ul style="list-style-type: none"> Identify literacy skills within your discipline including ways of thinking, reading, writing, and tools that are used by experts in your content area Design and implement written performance tasks that support growth in and mastery of important disciplinary and written communication skills Analyze student work from written performance tasks with colleagues and use the data to refine literacy practices, adjusting tasks and scaffolding of project-embedded foundational and disciplinary literacy skills for each student

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PURPOSEFUL ASSESSMENT

How can we implement assessment practices that inform the teaching process and motivate student learning with an emphasis on asset-based feedback, reflection, revision, and individual student growth towards college and career readiness?

ASSESS FOR LEARNING	<ul style="list-style-type: none">• Design quality project rubrics utilizing the domains and indicators from the New Tech Network Learning Outcome rubrics and adapting them to include important content standards; use project rubric to guide and focus instructional planning, ongoing feedback, and assessment throughout the project• Pre-plan a variety of ongoing formative and summative assessments that support key content standards and New Tech Network Learning Outcome indicators within projects to inform instruction and note student growth• Gather ongoing formative data and provide asset-based feedback on student work that builds on student strengths and provides opportunities for growth on key content standards and NTN Learning Outcome indicators• Reflect on student work to calibrate on New Tech Network Learning Outcome indicators and to identify student progress to build on and areas of challenge to guide improvement
EQUITABLE GRADING	<ul style="list-style-type: none">• Establish clear, shared, and transparent grading practices, including the use of the New Tech Network Learning Outcome rubrics and communicating assessment practices with students and families• Deemphasize grades as extrinsic motivators for students by regularly providing them opportunities for formative feedback (without a grade or prior to a grade) to allow an emphasis on growth• Refine grading practices that make a student's growth and/or final level of accomplishment the primary measure of student success; support students in knowing where they are in relation to specific New Tech Network Learning Outcomes and make plans for continued growth
PERFORMANCE BASED	<ul style="list-style-type: none">• Design and implement key benchmarks within projects that are explicitly aligned to important content standards and the New Tech Network Learning Outcomes and scaffold to a performance based final product• Implement project-embedded performance assessments that require high-level creation, synthesis, and evaluation, allowing students to demonstrate their learning and progress toward the New Tech Network Learning Outcomes• Using quality rubrics and regular performance assessments, reflect with students on their growth over time to ensure college and career readiness; help students set New Tech Network Learning Outcome grounded goals for future performance assessments

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